



English as an Additional Language (EAL) Policy

March 2024

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture.

We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school and feel involved in the learning community.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Definitions

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

The **first language** is the language a child was exposed to in their early years i.e. their mother tongue. The DfE recommends that schools should record the language which was communicated with the child until s/he is one year old as the child's first language.

Home language is the language the child now speaks at home. So if the child's first language was Italian and they now speak English at home they would be classed as EAL.

Statement of Aims

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics. Chestnut Lane School aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential. Everyone within the school community has a responsibility to ensure that this statement is adhered to.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school. In removing these barriers we aim to develop a school culture that positively values diversity.

As a school, we are committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

Our school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

We will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

Our diverse and multi-cultural school is one of our biggest assets.

Analysis of our current school context shows that both the % of pupils whose first language is not English and the % of pupils who come from minority ethnic backgrounds are currently above the Buckinghamshire average.

Children with EAL may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but from an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English;
- Seeking Asylum or have refugee status.

As part of our admissions procedures, we gather information from parents regarding ethnicity, religion, home and first language. Please see Appendix 1 for a recent summary of information gathered for pupils attending our school.

Key Principles

Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children. As an infant school, we use:

The Guiding Principles for EYFS:

- A Unique Child
- Positive Relationships
- An Enabling Environment
- Learning and Development

and The Bell Foundation's Five Principles to Guide EAL Pedagogy:

1. Multilingualism as an asset
2. High expectations with appropriate support
3. Integrated focus on content and language
4. Effective and holistic pupil assessment
5. Social inclusion

to inform and underpin our work with EAL learners.

See Appendix 2 and Appendix 3 for a summary of how we personalise each of the principles in relation to the work we do with EAL learners at Chestnut Lane.

Roles and Responsibilities

As an infant school, all teachers develop pupils' knowledge and understanding of the English language and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Specific responsibilities are detailed below:

EAL Co-ordinator

- To liaise with office staff regarding language and background information received via the admissions process.
- To liaise with office staff to ensure best practice in communication with families of EAL learners, including translation or interpreters as appropriate.
- To update EAL Class Profiles ready for the beginning of each academic year.
- To update Staff Language Profiles to ensure we capitalise upon the languages spoken by staff across the school.
- To support staff in the teaching of EAL learners, including support with planning, demonstration teaching, and support with assessment as required.
- To monitor progress data on EAL learners.
- To liaise with class teachers on individual EAL learner's progress (Pupil Progress Meetings) and discuss targets and support strategies.
- To keep up to date with all relevant training and research/publications relating to EAL and Ethnic Minority Achievement, disseminate and provide and/or arrange for staff training, as necessary.

Subject Co-ordinators

- To monitor EAL provision across their area of subject leadership.
- To ensure relevant support strategies are in place to enable all children to achieve and progress.
- To collect and analyse progress data for EAL learners specific to their area of subject leadership.

Class Teachers

- To gather more specific information about languages spoken or heard in the home environment through Home Visits (Early Years).
- To assess EAL learners (upon entry/at identified assessment points) and use assessment information to inform next steps and support strategies.
- To support the learning of EAL pupils within the classroom using the key principles (Appendices 2 & 3) and associated banded classroom support strategies. Seek support from the EAL co-ordinator/subject co-ordinators as appropriate.
- To plan any additional interventions for EAL learners, noting that any withdrawal of EAL learners is for a specific purpose, should be time-based and linked to the work of the mainstream class.
- To liaise with EAL co-ordinator on individual pupil progress (Pupil Progress Meetings).
- To report individual pupil progress to parents.

Assessment

Regular assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the admissions process;
- Information from parents/guardians;
- Information from initial assessments and observations;
- Information from the previous school.

Baseline assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

We use the Primary Descriptors from the Bell Foundation EAL Assessment Framework to assess Listening, Speaking, Reading/Viewing and Writing for all EAL learners, at identified assessment points in the academic year. These descriptors are grouped into five 'Bands' to describe levels of proficiency in English:

- **Band A Learners: New to English**
Learners working at band A require considerable support to access curriculum content.
- **Band B Learners: Early Acquisition**
Learners working at band B still need a significant amount of EAL support to access the curriculum.

During the **New to English** and **Early Acquisition stages**, the focus for teaching and support is on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

- **Band C Learners: Developing Competence**
Learners working at band C require on-going EAL support to access the curriculum fully. At this stage, the focus for teaching and support is about increasing range and accuracy of language use. EAL learners who are **Developing Competence** are encouraged to notice key features of English and self-correct.
- **Band D Learners: Competent**
- **Band E Learners: Fluent**
At the **Competent and Fluent stages**, the focus for teaching and support is on promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

Termly assessment of level of language proficiency ensures that challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress.

Teaching and Learning

Teachers have responsibility for ensuring that all children can participate in lessons. A summary of key elements of our provision is provided below:

- We record child-friendly learning objectives next to 'Learning Bricks', which act as a visual tool to draw children's attention to what they are learning in a particular lesson. Our 'Why Wall' supports the overall learning journey, explaining why children need to acquire particular knowledge or learn a certain skill.
- Success criteria (Must, Should, Could, Might) is used throughout the school to provide opportunities for pupils to reflect on their learning and challenge themselves further. Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- There is a focus on both language and subject content in lesson planning.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.

Furthermore, to ensure EAL learners are fully supported across the curriculum, teachers implement a wide range of classroom support strategies which are carefully matched to each of the five proficiency bands explained above. This provision may be universal (benefitting all pupils), targeted (specific provision in school for additional language needs) or specialist (provision from external sources). Useful resources are hyperlinked within these documents to further support EAL learners.

Special Educational Needs

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Links with Other Policies

This policy links closely to and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Teaching, Learning and Curriculum Policy
- Whole School Behaviour Policy
- Whole School Mental Health and Wellbeing Policy

Review of Policy: March 2026

Appendix 1

Analysis of School Context

October 2023

Contextual Data 2021-2022

	Chestnut Lane School	Bucks	Difference
Number on Roll	209	45298	
% First Language not English	25.4%	18.1%	7.28%

From Bucks School Performance Analysis (SPA) based on January Census 2022 (all pupils in the school in the academic year **21-22**). (Data for 22 -23 not yet available).

Internal School Context Analysis

For the start of this academic year (2023-24), based on information gathered from parents.

Home Language
Bengali
British Sign Language
Chinese
Czech
English
Finnish
Georgian
German
Greek
Gujarati
Hindi
Hungarian
Korean
Malayalam
Marathi
Panjabi
Polish
Portuguese
Russian
Sinhala
Sourashtra
Spanish
Tamil
Telugu
Turkish
Urdu
Vietnamese

First Language
Bengali
Chinese
Chinese (Cantonese)
Chinese (Mandarin/Putonghua)
Dutch/Flemish
English
Farsi/Persian
French
Georgian
Hindi
Hungarian
Korean
Malayalam
Marathi
Polish
Portuguese
Romanian
Russian
Sinhala
Spanish
Tagalog
Tamil
Telugu
Thai
Turkish
Urdu
Vietnamese

Largest Home Language Groups:

1. English +5% on 22-23
2. Russian *previously Hindi in 22-23*
3. Chinese
Hindi
Spanish
Telugu *previously Polish in 22-23*

Total of 27 Home Languages recorded across the school (including English).

Largest First Language Groups:

1. English
2. Hindi
3. Chinese languages – combined

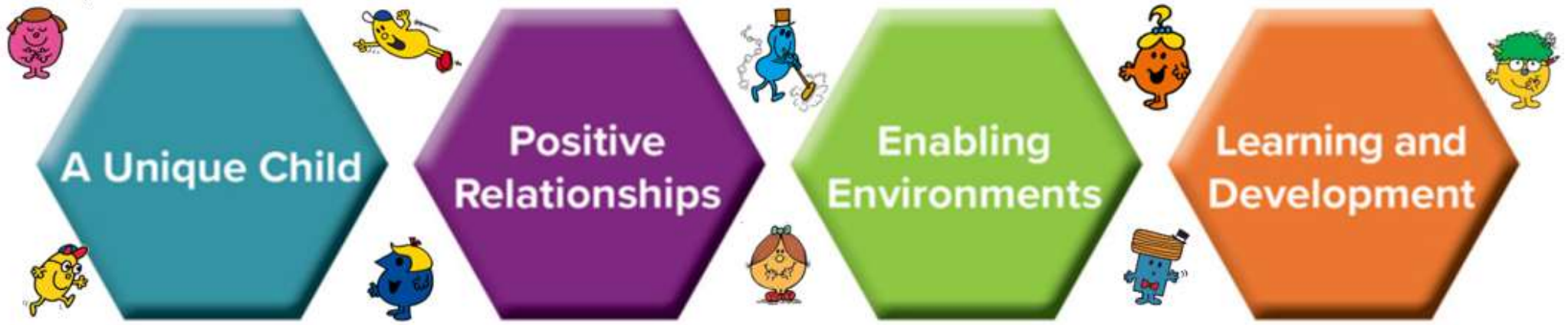
Total of 27 First Languages recorded across the school (including English). Many are not the same as the Home Languages listed.

Total number languages (Home and First, including English) that children speak/are exposed to at home: **35**

Total number of pupils recorded as having **English as an Additional Language: 70 pupils (35%)**

Appendix 2

Guiding Principles for EYFS: Working with EAL Learners



Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Every EAL learner has a unique profile.

Children enter EYFS at different points in their language development.

Children learn to be strong and independent through positive relationships.

Positive relationships with peers support language development.

Positive relationships with adults support language development.

Children learn and develop well in enabling environments, in which their experiences are pre-planned on the basis of their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Access to languages other than English supports the development of English.

Involving parents supports their child's learning.

Language role models support EAL pupils.

EAL learners benefit from play-based learning.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Every EAL learner should achieve his or her full potential.

The use of languages other than English supports the assessment of EAL pupils.

Every EAL learner should know that the setting has high expectations for him or her.

EAL pupils benefit from ongoing formative assessment of English language proficiency.

Five principles to guide EAL pedagogy

